

1952-53

Bulletin

**The Graduate School
MEMPHIS STATE COLLEGE**

The Graduate School

MEMPHIS STATE COLLEGE

CALENDAR, 1952-53**1952****SEPTEMBER**

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GRADUATE SCHOOL CALENDAR—1952-53

Fall Quarter—1952

September 23—Registration, 5-7 p.m.
September 25—Classes meet as scheduled
September 27—Special Registration, Saturday Students, 8-10 a.m.
November 11—Armistice Day Holiday
November 27-30—Thanksgiving Holidays
December 17—Fall Quarter Ends

Winter Quarter—1952-53

December 13—Special Registration, Saturday Students, 10-12 a.m.
December 18—Registration, 4-7 p.m.
December 20—January 1—Christmas Holidays
January 2—Classes meet as scheduled
March 18—Winter Quarter Ends

Spring Quarter—1953

March 21—Registration, All Graduate Students, 9 a.m.-12 m.
March 23—Classes meet as scheduled
April 3-5—Easter Holidays
June 4—Spring Quarter Ends

Summer Quarter—1953

June 8—Registration
June 9—Classes meet as scheduled
July 15—First Term ends
July 16—Registration, Second Term
August 21—Summer Quarter ends

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MEMPHIS STATE COLLEGE

Officers of Administration

J. Millard Smith, M.A.	President
Robert C. Anderson, Ph.D.	Director, Graduate School
R. M. Robison, M.A.	Dean
Lamar Newport, M.A.	Bursar
R. P. Clark, M.A.	Registrar
Bascom H. Story, Ed.D.	Director of Extension

THE GRADUATE SCHOOL

Robert C. Anderson, Ph.D. Director

Hallie Harris Box Secretary to Director

The Graduate School Faculty

Walker Agnew, Ph.D., The University of Texas

Assoc. Professor of Education

Holger W. Andersen, Ph.D., George Peabody College

Assoc. Professor of Psychology

Robert C. Anderson, Ph.D., New York University

Director, Graduate School

Aaron M. Boom, Ph.D., The University of Chicago

Assoc. Professor of American History

Carl D. Brown, Ph.D., The Iowa State College

Ass't. Professor of Biology

W. P. Carson, Ph.D., Columbia University

Professor of English

Myrtle Cobb, M.A., The University of Pittsburgh

Assoc. Professor of Education

Samuel Cornelius, Ph.D., The University of Pittsburgh

Assoc. Professor of English

E. I. Crawford, Ed.D., New York University

Prof. of Business Administration

Lydia Duggins, Ed.D., Columbia University

Assoc. Professor of Education

H. B. Evans, Ph.D., George Peabody College

Professor of English

John Farrior, M.A., The University of North Carolina

Assoc. Prof. of English

Elton Fisher, Ph.D., The Iowa State College

Assoc. Professor of Chemistry

C. P. Freeman, Ph.D., George Peabody College

Assoc. Professor of Biology

John R. Gordon, Ph.D., The University of Texas

Assoc. Professor of Sociology

- G. H. Hayden, M.A., Columbia University
Professor of Physical Science
- R. M. Hill, Ph.D., Boston University
Professor of English
- Elmore Holmes, Ph.D., The University of Tennessee
Assoc. Professor of Chemistry
- O. R. Hughes, M.A., George Peabody College
Prof. of Philosophy and Psychology
- C. C. Ijams, Ph.D., Vanderbilt University
Assoc. Professor of Physical Sciences
- R. W. Jennings, Ph.D., The University of Kentucky
*Assoc. Professor of Business Education
and Office Management*
- R. W. Johnson, Ph.D., The University of Chicago
Professor of Geography
- H. S. Kaltenborn, Ph.D., The University of Michigan
Professor of Mathematics
- Eugene W. Lambert, Ed.D., Columbia University
Assoc. Professor of Health and Physical Education
- E. D. Lewis, Ph.D., Yale University
Assoc. Professor of English
- Wayne McLaurin, M.A., Duke University
Inst. of English
- Herbert J. Markle, Ph.D., The University of Iowa
Assoc. Professor of Management and Finance
- James S. Matthews, Ph.D., The University of Chicago
Assoc. Professor of Geography
- James T. Merrin, Ph.D., The University of Chicago
Ass't. Professor of English
- Enoch Mitchell, M.A., George Peabody College
Professor of History
- Lee Newcomer, Ph.D., Columbia University
Assoc. Professor of American History
- Edward Noyes, Ph.D., The Ohio State University
Assoc. Professor of European History
- Elma Roane, M.S., The University of Tennessee
Ass't. Professor of Health and Physical Education
- A. S. Rudolph, Ph.D., The Iowa State College
Professor of Biology

- H. E. Rumble, Ph.D., The University of Illinois
Professor of Education
- Nellie Angel Smith, Ph.D., George Peabody College
Professor of Languages
- Walter R. Smith, Ph.D., The University of California
Ass't. Professor of English
- Daniel Creighton Sossoman, M.A., The Univ. of North Carolina
Ass't. Professor of European History
- Charles R. Spindler, M.A., The University of Iowa
Assoc. Professor of Marketing
- Bascom H. Story, Ed.D., The University of Texas
Professor of Education
- Don Streeter, Ph.D., The University of Iowa
Assoc. Professor of Speech
- Clarence Underwood, Ph.D., The University of Pittsburgh
Assoc. Professor of Education
- Gerhard N. Wollan, M.S., The University of Iowa
Ass't. Professor of Mathematics
- Lawrence Wynn, Ph.D., Princeton University
Ass't. Professor of English

Graduate Council

- Holger W. Andersen, Ph.D.
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W. P. Carson, Ph.D.
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H. B. Evans, Ph.D.
Elton Fisher, Ph.D.
G. H. Hayden, M.A.
R. W. Johnson, Ph.D.
A. S. Rudolph, Ph.D., *Chairman, 1951-52*
H. E. Rumble, Ph.D.
Bascom H. Story, Ed.D.

Ex-Officio

- E. L. Brown, M.A., Head Librarian
R. P. Clark, M.A., Registrar
R. M. Robison, M.A., Dean
J. M. Smith, M.A., President

THE GRADUATE SCHOOL

Memphis State College

The Graduate School offers a program leading toward the degree of Master of Arts, with a major in education and with minors in various areas. Graduate students are prepared for specialization as city or county superintendents, high school or elementary school principals, supervisors, secondary school teachers, or elementary school teachers.

Three programs each carrying proportionate residence credit, are operated in the fall, winter, and spring quarters in The Graduate School: one for full-time students; one for graduate students who can attend classes only in the evenings, and one for graduate students who can attend classes only on Saturdays. Two summer sessions, each six weeks in length, are conducted each year. Graduate Students may apply a limited number of credits earned through the Extension Division of the College toward the requirements for the Master of Arts degree.

Students admitted to The Graduate School are under the direction of the graduate faculty. Graduate faculty members act as advisors to graduate students majoring or minoring in their various subject matter areas.

The graduate program at Memphis State College requires a major in education, with specialization in either administration and supervision or in curriculum and instruction, and a minor in one of the following areas: American history, biology, business education, chemistry, English, European history, geography, the humanities, health and physical education, the sciences, or the social sciences. Elective courses are offered in all of these areas, and in Latin, mathematics, philosophy, psychology, and speech.

REQUIREMENTS FOR ADMISSION

The Graduate School is open to persons holding the bachelor degree from colleges and universities recognized by standard general or regional accrediting agencies, whose undergraduate work has been of sufficient quality and scope to enable them to profitably pursue the graduate program. Applicants for admission must file an application form and an official transcript of their undergraduate work with the

Director before entrance. Applicants must present evidence of good health, moral character, and intellectual capacity necessary for pursuing graduate work.

Applicants who have not completed a minimum of 27 hours in Education and Educational Psychology in undergraduate work will be required to do so, without graduate credit. Applicants who are graduates of colleges not members of a standard general or regional accrediting association, may be required to pass a qualifying examination for entrance, or to take at least one additional quarter of work.

REQUIREMENTS FOR GRADUATION

Candidates for the degree of Master of Arts are expected to possess personal qualities necessary for success in classroom teaching, and for educational and community leadership. No candidate will be recommended for graduation who is noticeably deficient in the use of oral and written English.

Residence Requirements

A minimum of three quarters of residence at Memphis State College will be required of all candidates for the degree. A minimum of 12 quarter hours will be required for a quarter of residence credit, but not more than one quarter of residence credit may be earned in any one quarter, nor more than one-half quarter of residence credit in any six-week term.

A maximum of 9 quarter hours of credit completed within the six years just prior to the date of expected graduation from the Graduate School may be accepted in transfer from other accredited graduate schools, and a maximum of 6 quarter hours of credit earned through the Memphis State College Extension Division may be applied toward degree requirements, but the minimum residence requirement of three quarters will not be reduced thereby. Not more than 6 quarter hours of transfer credit may be applied toward major requirements for the degree, and not more than 6 quarter hours toward minor requirements. Not more than twelve hours of transfer and extension credit in combination may be applied toward degree requirements.

Credit Requirements

Candidates for the degree must earn not less than 45 quarter hours of credit, 24 of which must be in the major field of education, and from 12 to 15 in an approved minor area. An average grade of "B" must be maintained in all graduate work, and no credit will be allowed on work below "C" grade. Not more than 10 quarter hours of credit with a grade of "C" may be applied toward the Master's degree, and not more than 6 quarter hours of "C" may be accepted in the major field, and not more than 6 quarter hours of "C" in the minor area.

At least one-half of the courses in a student's program must be of the type designated as primarily for graduate students (i.e., 500-level courses).

Sixteen hours shall be the maximum load for students devoting their entire time to graduate studies. Only those students classified as full-time students may register for more than six quarter hours of course work in any one quarter, including courses on the campus, extension courses, and courses to be transferred from other institutions.

Certain residence courses, designated as "problems courses," are described in this bulletin. In these courses the students conduct individual work on some particular problem under the direction of an individual graduate faculty member. No student may apply more than six hours of credit in such problems courses toward his major requirements nor more than six hours of such credit toward his minor requirements. Not more than nine hours of problems course credit may be applied toward overall degree requirements.

Admission to Degree Candidacy

Admission to The Graduate School does not assure admission to candidacy for the Master of Arts degree. On or before completion of one quarter's resident study in The Graduate School, the student must file with the Director an application for admission to degree candidacy, which will include a schedule to be pursued in both the major and minor fields.

Research Requirements

Two plans are offered to graduate students for meeting the research requirements for the degree. Under the first plan, students will conduct

research under the guidance of an advisory committee selected by the student with the consent of the faculty members themselves and with the approval of the Director. Under the second plan the student will complete 48 hours of course work, and a minimum of four quarters of residence.

Plan One is required of all students who are specializing in administration and supervision and is optional for students specializing in curriculum and instruction. Under this plan students will conduct research culminating in (a) a formal thesis on which credit not exceeding six quarter hours will be allowed in the major field, or (b) a research project report of lesser scope for which three quarter hours credit will be allowed in the major field. Students under Plan One will submit three typed copies of the thesis or research project report, approved by the advisory committee, to the Director at least one month prior to the end of the quarter in which the degree is to be granted. Students will be required to pay the cost of binding these copies. Students selecting Plan One (b) will complete an additional selected course in education.

Under Plan Two the candidate will be required to complete an extra quarter of residence. No formal research project will be required.

A comprehensive examination, either oral or written or both, will be passed by the candidate covering at least the field of concentration and the thesis if a thesis is required.

Miscellaneous Requirements

All requirements for the Master of Arts degree must be completed within six years from the date of the candidate's original registration for graduate courses. It is the responsibility of the candidate to familiarize himself with the degree requirements and to meet those requirements. The candidate must notify the Director at least four months in advance of his expected date of graduation of his intention to complete degree requirements.

EXPENSES

Maintenance fee—full-time student, \$45.00

Maintenance fee—part-time student, \$5.00 per quarter hour

Non-resident tuition—full-time student, \$75.00

Non-resident tuition—part-time student, \$8-1/3 per quarter hour
Graduation fee—\$10.00

NOTE: Students who take combination graduate and undergraduate courses will pay for graduate courses according to the above schedule, and undergraduate courses according to the schedule listed in the undergraduate catalog. In no case will the fees and tuition for such a student exceed those charged for a full-time graduate student.

LIVING ACCOMMODATIONS

Unmarried graduate students may be housed in the two college dormitories, so long as rooms are available. Graduate students with families may find accommodations in apartment housing units on the campus, as vacancies occur. Many homes in the vicinity of the college offer single and/or double rooms for rent to college students. In some instances small apartments are available to couples. An active list of available accommodations is maintained by the Bursar's office.

COLLEGE PLANT

All the facilities on the Memphis State College campus, located in the eastern part of the city of Memphis, are available for use in the graduate program. These include the Administration Building, housing all administrative offices, many departmental classrooms, the main Auditorium, College Bookstore, and the Students' Store; Manning Hall, accommodating all science classes and laboratories; the Training School for laboratory studies in Education; the Brister Library, with special accommodations for graduate students; a Gymnasium; a Student Activities building; and two modern dormitories, one for men and one for women. Graduate students have full access to the college cafeteria, gymnasium, and other buildings on the campus.

LIBRARY RESOURCES

The college library contains approximately 50,000 carefully selected volumes and bound magazines, as well as a broad selection of current periodicals and general publications. In addition, two large libraries of the city of Memphis, Cossitt, with 235,000 books and 12,000 magazines,

and Goodwyn, with 36,000 reference volumes and 625 monthly periodicals, are available for use in the graduate program. The combined resources of the three institutions will total over three hundred thousand volumes and fifty thousand magazines and other items.

EXTENSION DIVISION

The increasing demand for field services in West Tennessee has resulted in the organization of an Extension Division at Memphis State College. Graduate courses are offered through this Division at centers where suitable arrangements are made in advance. Extension classes meet for a minimum of 33 clock hours credit. Classes usually have 11 weekly meetings. Regularly employed graduate faculty members listed in this Bulletin teach graduate extension courses. The subject matter taught in extension classes is the same as that offered on campus. Regulations regarding the approval of extension courses toward requirements for the Master of Arts degree are found in the section of this Bulletin headed "Requirements for Graduation."

Where circumstances justify the Extension Division attempts to provide various types of help to organized groups, within the service area. This assistance may take the form of such activities as conferences, public addresses, consultative service, and other types of school and community aid. Regularly employed staff members of Memphis State College are available for this service.

To the end that an effective extension service may be carried on by Memphis State College correspondence is invited with groups of individuals who are interested. Please address:

EXTENSION DIVISION
MEMPHIS STATE COLLEGE
Room 202, Administration Building
Memphis, Tennessee

APPOINTMENT BUREAU

Memphis State College maintains an appointment bureau for the service of its graduates. Graduate students who wish to do so may avail themselves of this service in seeking new teaching positions.

MASTER OF ARTS DEGREE IN EDUCATION

A total of 45 to 48 quarter hours as follows:

I. MAJOR FIELD — EDUCATION — TWENTY-FOUR QUARTER HOURS

One of the following major areas of specialization (A or B below):

A. *Curriculum and Instruction* (24 quarter hours)

1. Ed. 561 (3)
2. Ed. 501 or Ed. 521..... (3)
3. Ed. 593 and Ed. 599; or Ed. 591 and Ed. 599, and one additional selected course in Education; or three additional selected courses, two of which must be in Education... (6)
4. Selected courses in Education..... (12)

B. *Educational Administration and Supervision* (24 quarter hours)

1. Ed. 561 (3)
2. Ed. 501 or Ed. 521..... (3)
3. Ed. 591 or Ed. 593..... (3-6)
4. Ed. 599 (0)
5. Selected courses in Education..... (12-15)

II. MINOR FIELD—TWELVE TO FIFTEEN QUARTER HOURS

One of the following minor areas:

A. *American History* (12 quarter hours)

1. Selected courses in American History..... (12)

B. *Biology* (12 quarter hours)

1. Selected courses in Biology..... (12)

C. *Business Education* (15 quarter hours)

To qualify for graduate courses in Business, a student must have had an undergraduate major or minor in Business Administration or Commerce, or sufficient course work and experience to form an adequate background for graduate study in the field of business education.

1. At least one and not more than two selected courses in business education (3-6)
2. Any combination of selected courses in Accounting, Marketing, and Management..... (9-12)

D. <i>Chemistry</i> (12 quarter hours)	
1. Selected courses in Chemistry.....	(12)
E. <i>English</i> (12 quarter hours)	
1. Selected courses in English.....	(12)
F. <i>European History</i> (12 quarter hours)	
1. Selected courses in History.....	(12)
G. <i>Geography</i> (12 quarter hours)	
1. Selected courses in Geography.....	(12)
H. <i>Humanities</i> (15 quarter hours)	
1. Any combination of selected courses in American History, English, European History, Mathematics, Philosophy or Psychology.....	(15)
I. <i>Health and Physical Education</i> (12 quarter hours)	
1. H&P.E. 562	(3)
2. H&P.E. 571	(3)
3. Selected courses in Health and Physical Education.....	(6)
J. <i>Sciences</i> (15 quarter hours)	
1. Any combination of selected courses in Biology, Chemistry, or mathematics and certain designated electives in Geography	(15)
K. <i>Social Sciences</i> (15 quarter hours)	
1. Any combination of selected courses in American History, European History, and Geography.....	(15)
III. GENERAL ELECTIVES—	
SIX TO TWELVE QUARTER HOURS	
Electives to be chosen from any graduate area in consultation with advisors.....	(6-12)
TOTAL.....	(45-48)

IV. RESIDENCE

Students who include in their program the Thesis or one or more research projects (593, 591 and/or 592) and the seminar (599) may complete residence requirements in a minimum of three quarters. Students electing a non-research program will complete a minimum of four quarters in residence.

COURSE OFFERINGS

Major Field: Education

Area of Specialization: Curriculum and Instruction

MR. RUMBLE, *Chairman*, MR. AGNEW, MR. ANDERSON, MRS. COBB, MISS DUGGINS, MR. STORY, MR. UNDERWOOD.

501—Historical Foundations of Educational Thought. (3).

A study of the evolution of educational theories and philosophies with particular reference to their impact upon educational developments in the United States. These philosophies will be studied in relation to their times, but special attention will be given to their influence on present educational thought and practice.

503—Research in the History of Southern Education. (3).

A course intended for graduate students with special emphasis upon the growth and development of education in the South. Research may be carried on by the students upon some approved topic regarding the South's educational growth. Each student will be required to present and defend his selected topic.

511—School and Community Relationships. (3).

The relationship of the school to the community movements and organizations concerned with health and safety, government and civic life, religion, occupation, extension services, children's organizations and clubs, adult education, cultural education, relief cooperative movements, etc. Relationships of the community to such school activities as attendance, athletics, lunch, libraries, extracurricular programs, home study, records and reports, guidance, etc.

519—Special Problems in School and Community Relationships. (3).

Individual investigation and report of specific problems in the area of school and community relationships.

521—Advanced Educational Psychology. (3).

An advanced course in the psychology of teaching and learning designed especially for experienced teachers and administrators who desire to pursue graduate study in the field of education.

526—The Emotional Needs of Children. (3).

Study of the emotional needs of children at various age levels, including the needs for achievement, belonging, love and affection, economic security, freedom from fear, freedom from guilt, self-respect, and understanding. Emphasis on the recognition of these needs and techniques for meeting these needs. A survey of educational research relative to emotional needs.

527—Guidance. (3).

An attempt is made to study intensively the techniques and practices used by guidance workers. These include: interview, observation, records and reports, rating scales, projective methods. Students become acquainted with these techniques through lectures, demonstrations, and the study of case histories. Individual and group techniques in guidance are considered.

529—Special Problems in Guidance. (3).

Individual investigation and report of specific problems in the area of guidance.

531—Evaluation. (3).

Study and practice in systematic and continuous judgment of the characteristics, abilities, and accomplishments of children, teachers, and schools. Attention will be given to critical self-analysis and evaluation, to the evaluation of schools and school programs, and to the interpretation and use of the results of the various evaluative processes.

536—Educational Statistics. (3).

Designed to cover such procedures and applications as are most often needed by school administrators, teachers, and other educational workers, and as a basis for further work by advanced graduate students.

537—Techniques of Educational Research. (3).

A study of techniques used in the solution of educational problems with the objectives of (1) appreciation and critical evaluation of the work of others, and (2) the ability to use one or more techniques in graduate work.

541—Diagnostic and Remedial Reading. (3).

An analysis of why certain children fail to read adequately. The development of a program in reading that will tend to correct reading deficiencies.

544—Seminar in Reading. (3).

This course will offer an opportunity for advanced graduate students to carry on research in reading. This will be offered as a course rather than an independent research experience and will enable students to have scheduled guidance in research opportunities in reading as well as experiences in critical evaluation of such research with other students. Prerequisites: Ed. 446 and Ed. 541.

545—The Teaching of Children's Literature in the Elementary Grades. (3).

A course designed to improve the methods of teaching children's literature in the elementary grades. Units on story telling, dramatization, choral speech work, and the correlation of literature with the content subjects will be carried out.

547—Fieldwork in Reading. (3).

Practice, under supervision, in diagnostic and remedial techniques in reading with public school children. Students enrolled in this course will make an intensive study of one child as to: diagnosis of his reading difficulties; setting up a remedial program to meet those needs; evaluating the results of the program. Group demonstrations and practices will be included. Prerequisite: Ed. 446 or Ed. 541.

551—Field Study and Observation. (6).

Field study, observation, evaluation, and discussion of teaching and administrative practices in various schools in the metropolitan area. Open only to students whose schedule will permit their devoting the equivalent of two full days per week to this course. One day to be spent on field study of schools, the other on the development of related materials and discussion of field work.

556—Principles of Teaching. (3).

The purpose of this course is to seek and formulate fundamental principles underlying good teaching. Designed to develop an understanding of the general principles and techniques employed by good teachers in applying sound principles. Opportunity will be given for individuals and groups to give special emphasis to particular learning levels and for subject fields.

559—Special Problems in Instruction. (3).

Individual investigation and report of specific problems in the area of instruction.

561—Curriculum Development. (3).

The development of the curriculum to extend over the twelve-year period from grade one through completion of the high school. Major emphasis will be placed on the gradual, but continuous, growth of the child.

565—The Modern Junior High School. (3).

Origin and functions of the junior high school; prevailing nation-wide practices in its educational program; and a description of suggested improved programs and procedures not yet common to the typical school.

566—The Pupil Activity Program. (3).

A study of current philosophy and practice in regard to responsibilities of teachers, supervisors, and administrators for those phases of educational practice which are essential for the total educational program, but are not considered as part of general classroom procedure.

569—Special Problems in Curriculum Development. (3).

Individual investigation and report of special problems in the area of curriculum development.

591—Research Project. (3).

Students who wish to register in this course are required to present in writing a proposal describing the research project which they wish to take. This proposal, when approved by the faculty members under whose direction the research is to be

done, must be submitted to the Chairman of the Department of Curriculum and Instruction for his approval.

592—Research Project. (3).

Students who wish to register in this course are required to present in writing a proposal describing the research project which they wish to take. This proposal, when approved by the faculty members under whose direction the research is to be done, must be submitted to the Chairman of the Department of Curriculum and Instruction for his approval.

593—Thesis. (6).

Only students with superior scholarship are permitted to register in this course. The student must present in writing an outline describing the proposed thesis. This outline, when approved by the faculty members, under whose direction the thesis is to be written, must be submitted to the Chairman of the Department of Curriculum and Instruction for his approval. This course will involve writing the thesis and will emphasize the adequate setup of the problem, the collection of data, their use, and conclusions to be reached.

599—Seminar. (0).

Students who have been admitted to candidacy under Plan One will be required to register for a minimum of one quarter of Seminar. Seminar discussions will center around planning, conducting, and writing of research projects or theses.

G429—Workshop for Teachers in the Elementary Grades. (9).

A course designed to meet the needs of teachers in service by offering an opportunity to work cooperatively on problems which are real to teaching situations, and which meet the needs of the individual. Individual consultations, observations in the Training School, community studies, and social development. Prerequisite: Teaching experience and consent of the Director of the Workshop.

G442—The Teaching of Natural Science in the Elementary Grades. (3).

A study is made of the natural environment as a child would view it. The types of activities that would challenge a child are carried out in the classroom.

G443—The Teaching of Arithmetic in the Elementary Grades. (3).

This course deals with the teaching of arithmetic in the elementary school. It begins with the primary grades and builds up an understanding of the meaning of number. An insight into the reasons why certain methods are used will help the student make arithmetic more meaningful to children.

G444—The Teaching of the Social Studies Through the Blocks of Time Program. (3).

Learning to use the block of time devoted to the social studies in such a manner that units of work will be developed that enable the child to apply skills in the acquisition of real learning.

G446—The Teaching of Reading in the Elementary Grades. (3).

A study of reading methods designed to develop thoughtful, independent readers. Remedial reading techniques, and the correlation of reading with other phases of the elementary school program.

G448—Workshop in the Reading Program. (3-6).

Through the media of group study, discussion, demonstrations, directed observation, and laboratory work, participants will have opportunity to formulate plans for their reading programs as to content, methods and techniques, materials, and evaluative criteria.

G451—History of Education. (3).

This course traces through European history some of the more important educational problems of modern times as they have been affected by the social and political facts of history, by the contribution of some of the leading educational theorists, and by institutional practice.

G452—History of Education in the United States. (3).

This course aims to trace, describe, and evaluate, in the light of accepted facts, the development and growth of our educational practice, institutions, and theories from the beginning of colonial life to the present time.

G456—Educational Sociology. (3).

Group or social behavior in the educational process; sociological factors involved

in the interaction of pupils, teachers, administrators, and community.

G461—The Secondary School Curriculum. (3).

This course is designed to afford some help in the clarification of educational purposes and in determination of appropriate learning activities. It deals with the functional teaching objectives, ways of attaining these objectives, methods of establishing relationships among the school subjects, developing the core curriculum, and the organization and use of units of work.

G462—The Elementary School Curriculum. (3).

This course is designed to afford some help in the clarification of educational purposes and in determination of appropriate learning activities. It deals with the functional teaching objectives, ways of attaining these objectives, methods of establishing relationships among the school subjects, developing the core curriculum, and the organization and use of units of work.

G466—Audio-visual Aids to Teaching. (3).

Audio-visual materials will be examined from the point of view of their effectiveness and possible utilization in the school program. Recent investigations of materials and methods of presentation will be studied to ascertain their pedagogical implications. The technical and administrative problems of integrating audio-visuals into the school curriculum are considered. Opportunity will be provided to operate the moving picture projector, the slide projector, the strip film projector and the opaque projector.

G471—Guidance in the Secondary School. (3).

An introduction to guidance programs in the secondary schools. Emphasis is placed upon the functions of guidance in relation to adolescent needs, the principles and techniques of guidance, the function of different guidance workers, and an analysis of representative programs of guidance in selected secondary schools.

G473—Educational Tests and Measurements. (3).

This course deals with the principles underlying the construction of objective tests, and with problems relating to the intelligent use and interpretation of school measurements by teachers and administrators. Practice is given in constructing new-type and essay tests, and in the elements of statistical procedure necessary for the interpretation of school measurements.

G476—Mental Hygiene and the School. (3).

Guidance for the teacher in working on her own personality development and a study of the mental hygiene of the child as affected by his total environment, past and present.

G481—High School Administration. (3).

This course is offered as a concise description of modern useful practices in organizing and administering secondary schools, types of high schools, selection and assignment of staff, program of studies, records, management of buildings and grounds, pupil personnel guidance, selection, retention and improvement of teachers, and interpreting the school to the public.

G486—The Elementary School Program. (3).

A study of the major aims of the elementary school; planning the daily program through the integration of related subjects; learning to keep and interpret various types of records and reports. Considering the importance of proper teacher-pupil teacher-teacher, teacher-administrator, and teacher-parent relationships. Special emphasis on the P.T.A. program in Tennessee. Prerequisite: Three quarter hours of successful student teaching.

Area of Specialization: Educational Administration and Supervision

MR. STORY, *Chairman*, MR. ANDERSON.

571—School Supervision. (3).

A course designed to help the administrator and supervisor evaluate the school program as it is; and to help him plan an in-service program that will lead toward the improvement of instruction.

579—Special Problems in School Supervision. (3).

Individual investigation and report of special problems in the area of school supervision. (Same as Ed. 579 at present to eliminate problems in the area of instruction.)

581—Public School Organization and Administration. (3).

The following will be studied: the administrator and his leadership; his relation to all agents and agencies of the school; types of school organization, administrative and instructional supervision; classification and promotion of pupils; curriculum activities and materials; public relations; office administration, plant operation, assemblies, extra-instructional activities; special classes, library, and health program.

582—School Finance and Business Management. (3).

The theory and practice of financing public education in the United States. Developing of guiding principles in educational finance, trends and needs in state and federal participation in school support, and local operational finance.

583—School Housing and Transportation. (3).

A consideration of the school plant, grounds and major equipment in relation to the educational needs of the community; utilization and accessibility of schools and transportation.

584—The Principalship. (3).

Provisions will be made for the study of ways and means whereby a principal can execute properly the duties and responsibilities which devolve upon him as the administrative and professional leader in a school.

588—Workshop in Educational Administration. (3-6).

Organized group study and discussion of problems in the administration of schools and school systems. Open to graduate students specializing in School Administration and to experienced teachers and administrators with graduate standing.

589—Special Problems in School Administration. (3).

Individual investigation and report of specific problems in the area of educational administration.

591—Research Project. (3).

Students who wish to register in this course are required to present in writing a proposal describing the research project which they wish to take. This proposal, when approved by the faculty members under whose direction the research is to be done, must be submitted to the Chairman of the Department of Educational Administration and Supervision for his approval.

592—Research Project. (3).

Students who wish to register in this course are required to present in writing a proposal describing the research project which they wish to take. This proposal, when approved by the faculty members under whose direction the research is to be done, must be submitted to the Chairman of the Department of Educational Administration and Supervision for his approval.

593—Thesis. (6).

Only students with superior scholarship are permitted to register in this course. The student must present in writing an outline describing the proposed thesis. This outline, when approved by the faculty members, under whose direction the thesis is to be written, must be submitted to the Chairman of the Department of Educational Administration and Supervision for his approval. This course will involve writing the thesis and will emphasize the adequate setup of the problem, the collection of data, their use, and conclusions to be reached.

Students who have been admitted to candidacy under Plan One will be required to register for a minimum of one quarter of Seminar. Seminar discussions will center around planning, conducting, and writing of research projects or theses.

Minor Areas

American History

MR. MITCHELL, *Chairman*, MR. BOOM, MR. NEWCOMER

500—Historical Method and Historiography. (3).

The first part of this course includes a study of various kinds of historical source

materials, bibliographical aids, and methods of historical synthesis. The second part of the course consists of a study of representative historians, and a brief consideration of trends in interpretation, philosophy, style, and technique.

521—The American Revolution. (3).

An intensive study of the period from 1763 to 1783 designed to acquaint the student with the historical forces which produced the revolt against Great Britain and eventual victory in the war. Emphasis is placed on social, economic, and political changes during the revolutionary period.

522—Jeffersonian and Jacksonian Democracy. (3).

A course designed to give an understanding of American political and social idealism from 1800 to the Civil War. Special attention is given to the various reform movements and utopian experiments of this era.

523—Newer Interpretations of American History. (3).

Important recent work in the field will be discussed under such headings as regionalism, American constitutionalism, national and racial groups, American wars and peace settlements, and inter-Americanism.

526—The Far West. (3).

A study of the exploration, settlement, and institutional development of the trans-Missouri West, the Great Plains, the Rockies, and the Pacific Coast. The course is designed to explain the rise of a unique civilization in this part of America.

527—The New South. (3).

A study of the South from the Civil War to the present. The problems of Reconstruction, Bourbon rule, the agrarian revolt, the educational renaissance, and industrial developments are among the major topics. Special attention is given to the significance of the South in the life of the nation.

528—The Progressive Movement in American History. (3).

A study of the period 1890-1940, tracing the course of progressivism in recent American history. Social, political, economic, and intellectual factors are considered.

531—Intellectual History of the United States, 1607-1861. (3).

A study of the main trends of American thought from the founding of the first permanent English colony in the New World to the eve of the Civil War.

532—Intellectual History of the United States, 1861-1950. (3).

A study of the main trends of American thought from the outbreak of the Civil War to the year 1950.

539—Problems in History. (3).

This course is designed for students minoring in the discipline not regularly enrolled on the campus who have demonstrated in at least two regular graduate courses in the subject their ability to do independent research. Such students will be expected to investigate all local available sources of information on the selected topic, and evaluate and synthesize the findings into an acceptable written report. Prerequisite: consent of discipline staff.

G421—Reconstruction, 1865-1896. (3).

A comprehensive, detailed study of the period from the end of the Civil War to the defeat of Bryan in 1896.

G423—Contemporary American History Since 1918. (3).

A comprehensive, detailed study of the United States from the Paris Peace Conference to the present.

G431—Tennessee. (3).

The early development of the Old Southwest is briefly surveyed. The political, economic, and social development of Tennessee from 1769 to 1861 is emphasized. A detailed study is made of the land question, Indian affairs, internal improvements, early educational developments, the Constitutional Convention of 1834, the slavery controversy, and secession.

Biology

MR. RUDOLPH, *Chairman*, MR. BROWN, MR. FREEMAN

500—Special Problems. (4).

Qualified students may be given special problems which they will investigate.

The investigations will be pursued under the supervision of a member of the graduate staff and reported in the form of a written paper.

510—Plant Pathology. (4).

Basic principles concerning the chief diseases of common crop plants. Identification characteristics, injury, and control measures will receive consideration. Two hours lecture; four hours laboratory. Prerequisite: twelve hours of botany.

540—Ornithology. (4).

A course dealing with the life history, taxonomy, and ecology of birds. Two hours lecture; four hours laboratory. Prerequisite: Biology 340 or its equivalent.

560—Protozoology. (4).

A survey of the free living and parasitic protozoa. Consideration is given to structure, taxonomy, habitat, and life history. Lecture two hours; laboratory four hours. Prerequisite: eight hours of zoology or its equivalent.

G404—Histological Technique. (4).

Method of preparing animal tissues for microscopic study, theories of staining, and preparation of permanent mounts of animal tissues. Two hours lecture; four hours laboratory. Prerequisite: eight hours of zoology or consent of instructor.

G405—Sanitary Bacteriology. (4).

A study of microorganisms in relation to water and sewage; disinfection and disinfectants. Public health aspects are emphasized. Two hours lecture; four hours laboratory. Prerequisite: Biology 302 or its equivalent.

G410—Food Bacteriology. (4).

The relation of bacteria, yeasts, and molds to food products; the control of microorganisms in preserving and processing of foods. Lecture two hours; laboratory four hours. Prerequisite: Bacteriology 302 or its equivalent.

G420—Aquatic Botany. (4).

A general study of the aquatic algae in local waters. Their identification and life history will be considered. Two hours lecture; four hours laboratory. Prerequisite: twelve hours of botany.

G430—Dendrology. (4).

Identification, habitat, and growth requirements of principal trees in this locality. Some consideration will be given to other trees of the United States. Two hours lecture; four hours laboratory. Prerequisite: twelve hours of botany.

G440—Field Zoology. (4).

Designed to acquaint the student with a field knowledge of the animals of this locality. Identification, life history, and habitat will be considered. Birds and insects to be omitted. Two hours lecture; four hours laboratory. Prerequisite: twelve hours of biology including eight hours of zoology.

G450—Economic Entomology. (4).

A study of the insect pests of farm, garden, orchard, and household. Their structure, life history, injury, and control measures will be considered. Two hours lecture; four hours laboratory. Prerequisite: Biology 211 or its equivalent.

BUSINESS EDUCATION

MR. CRAWFORD, *Chairman*, MR. JENNINGS, MR. MARKLE, MR. SPINDLER

Accounting

G423—Analysis of Financial Statements. (3).

Nature and scope of financial reports, effectiveness of analysis techniques, interpretation of business reports, specific study of typical statements.

G429—Municipal Accounting. (3).

Accounting theory and practice applicable to institutions, municipalities, and local units of government; organization, fiscal procedures, budgetary control, classification, and use of funds, financial statements and reports.

Management

G412—Money and Banking. (3).

Federal Reserve System, the savings bank, the investment bank, fiduciary and

trust functions, financing agriculture, consumer credit, problems of inflation, recent banking legislation.

G413—Public Finance. (3).

Theory and practice of governmental expenditures and taxation. Analysis of various forms of taxes.

546—Government Fiscal Policy. (3).

A critical examination of the most desirable goals for fiscal policy and the program to be followed to attain the various goals. Emphasis will be given to the tools available to implement a selected policy and to the outside forces having influences on the decisions involved in policy-making and application.

Marketing

G449—Sales Management. (3).

Problems confronting the sales executive, organization of the sales department, sale planning, territories, quotas, filling and delivery of orders, sales promotion, compensation and training of salesmen, research, control and management of the sales force.

Office Management and Secretarial Science

591—Improvement of Instruction in Vocational Business Subjects. (3).

A critical evaluation of content, visual aids, and methods in secretarial, book-keeping and accounting, clerical, and distributive fields needed to meet standards of employment for initial positions and promotions.

592—Improvement of Instruction in Basic Business Subjects. (3).

A critical evaluation of content, visual aids, and methods in the business background or basic business subjects, such as economics, economic geography, business law, consumer education, and elementary and senior business training. Readings and term papers are based on student's experience and needs.

596—Seminar in Business Education. (3).

The purpose of this course is twofold: (a) To learn the methods and techniques of evaluating significant research studies and other current business education and related literature, and (b) To evaluate the progress that has been achieved in the conclusions of such literature to guide practical school use.

Chemistry

MR. HAYDEN, *Chairman*, MR. FISHER, MR. HOLMES, MR. IJAMS

521-2-3—Advanced Course in Inorganic Qualitative Analysis. (4 crs. per quarter).

Typical inorganic qualitative analysis problems are studied from the standpoint of present day theoretical interpretations of inorganic chemistry. A detailed examination is made of several qualitative analysis procedures and schemes. Reports, based on library studies are prepared. Prerequisites: Undergraduate physical chemistry and a reading knowledge of German.

531-2—Organic Qualitative Analysis. (3 crs. per quarter).

Characterization of known and identification of unknown pure compounds and mixtures of pure compounds by solubility tests, class reactions, specific test reagents and the preparation of derivatives. One hour lecture and four hours laboratory per week. Prerequisites: Chemistry 211, 212, 213, and Chemistry 321, 322, 323.

533—Organic Qualitative Analysis.

Not offered at present.

551-2-3—Organic Preparations. (3 crs. per quarter).

The preparation and purification of type organic compounds. One hour lecture and four hours laboratory per week. Prerequisites: Chemistry 211, 212, 213, 321, 322, 323, 411, 412, and 413.

G411-2-3—Physical Chemistry. (12).

This course deals with important theories, laws, and subject-matter of physical chemistry. Many problems and laboratory experiments are given to illustrate their principles. Prerequisite: College algebra with a good knowledge of logarithms, physics 211-212-213, chemistry 211, 212, 213. Calculus is desirable. Two hours lecture and four hours laboratory per week.

G421-422-423—Quantitative Analysis. (4).

An advanced course in quantitative analysis. Theory of solutions, acidimetry and alkalimetry, solubility product principle, phenomena of co-precipitation, use of organic precipitants, oxidation and reduction reactions, and electrometric titrations are adequately covered. Many laboratory procedures and problems are used illustrating the above principles. Prerequisites: Chemistry 211, 212, 213. Two hours lecture and four hours laboratory per week.

English

MR. EVANS, *Chairman*, MR. CARSON, MR. CORNELIUS, MR. FARRIOR, MR. HILL, MR. LEWIS, MR. MCLAURIN, MR. MERRIN, MR. SMITH, MR. STREETER, MR. WYNN.

501-3—Studies in the Teaching of English. (6).

The course deals with the teaching of English on the junior and senior high school levels. Problems related to the teaching of literature, the mechanics of writing and speaking the English language are included.

521-2—Literary Criticism. (6).

An examination of the critical points of view held by the chief literary critics from Plato to the present time, with emphasis on the influence of their theories on the various forms of literary production.

531-2—Studies in World Drama. (6).

A course in certain great periods of drama. It is expected to treat Greek and Roman Drama, the Spanish Renaissance, French Classic, and German Romantic Drama, and Contemporary drama in Europe and America.

541-2—Studies in the Literature of the Restoration and the Eighteenth Century. (6).

Satire in the Restoration and the Eighteenth Century with emphasis upon Butler, Dryden, Swift, and Pope; the Eighteenth Century Novel with intensive analysis of the literary skill and significance of two major novelists such as Fielding and Sterne or Richardson and Smollett; the development of Romanticism in the Eighteenth Century. Both poetry and fiction will be considered.

551-2—Milton and His Age. (6).

The course includes survey of the historic background of Milton, including the political, social, and intellectual aspects of Seventeenth Century England. Milton's writings are examined in some detail in the following order: the early poetry, the controversial essays, the political documents, and the major poems.

Investigative problems are undertaken each quarter, the results of which are presented in the form of oral reports and in well documented papers.

561-2—American Literature. (6).

The study of the development of American belles-lettres in three periods: from the beginning to 1830; from 1830 to 1860; from 1860 to the end of the century. The major and some of the minor authors will be studied through individual projects, class reports, and papers, as well as in class lectures.

571-2—Studies in Nineteenth Century English Literature. (4).

An intensive study of major writers of the Romantic and the Victorian periods with attention to political, intellectual, and aesthetic interests of the century. The aim of the course is to examine closely the form and content of representative literary works and to relate them to the intellectual currents of their eras.

G-420—Spenser. (3).

A study of *The Faery Queen* and various minor poems in the context of the history and thought of Elizabethan England.

G421—Poetry of Chaucer. (3).

As many of the Canterbury Tales as possible are read and discussed in class.

G422—The Poetry of Milton. (3).

A study of the poetry of Milton, with attention to the theological and philosophical backgrounds of Milton's thought.

G423—Tennyson and Browning. (3).

An intensive study of selected poems of different types produced by each poet. Their philosophy and religion are considered, as well as their connection with fore-

runners and successors.

G431—Development of the Drama in England. (3).

The English drama is studied with reference to the various influences to which it was subjected from the beginnings in the Miracle and Morality plays through the Elizabethan and Jacobean periods.

G432—Shakespeare's Tragedies. (3).

The principal tragedies are read, and critical examination is made of five. Attention is given to the principles governing Shakespearian tragedy.

G433—Shakespeare's Comedies. (3).

The best known of Shakespeare's Comedies are included in this course.

G434—Shakespeare's Histories and Poems. (3).

The history plays of Shakespeare are taken up in this course, and in addition the non-dramatic poems, especially the sonnets, are studied.

G451—The English Novel. (3).

Critical analysis and appreciation of representative novels of the eighteenth century with some consideration of their importance in the development of fictional techniques.

G452—The English Novel. (3).

A continuation of 451. From Scott to Hardy.

G453—The English Novel. (3).

A continuation of 452. From Hardy to Aldous Huxley.

G461—Hawthorne and Poe. (3).

An intensive study of literary themes and artistic forms in the works of Hawthorne and Poe with special attention to their origins and development.

G462—Emerson and Thoreau. (3).

An intensive study of writings of Emerson and Thoreau, with particular emphasis on the interaction between American and European literature and thought in the period.

G463—Whitman and His Influence on American Poetry. (3).

An intensive study of Whitman biography and of his poetry, with special emphasis on his influence on American poetry.

European History

MR. MITCHELL, *Chairman*, MR. NOYES, MR. SOSSOMON

500—Historical Method and Historiography. (3).

The first part of this course includes a study of various kinds of historical source materials, bibliographical aids, and methods of historical synthesis. The second part of the course consists of a study of representative historians, and a brief consideration of trends in interpretation, philosophy, style, and technique.

506—The Age of Overseas Exploration. (3).

This course will include a study of the following topics: the appearance of medieval travelers; the growing interest in the Earth and the conflict of ideas concerning the Earth; shifting scenes in European commerce; efforts of the Portuguese to find the all-water route to India; Spanish voyages of exploration; the establishment of overseas empires by Portugal and Spain; the emergence of northern Europe in the contest for overseas empires and rivalry which ensued among them; the colonial world of 1783.

507—Recent Colonial Studies. (3).

This course will include a study of the following topics: the opening imperialism of the Napoleonic era; the impact of the industrial revolution upon Europe; the establishment of modern colonial

511—The Age of the Reformation. (3).

This course will include a study of the following topics: the declining power of the church; the main outlines of the Renaissance as a departure from the Medieval period into the modern era; the intense religious upheaval of the Reformation and the resulting wars of religion and the beginnings of toleration.

512—Social and Economic History of Europe since 1700. (3).

This course will include a study of the following topics: the opening phases of

the Industrial Revolution as portrayed in science and invention; the application of experimentation to technology and agriculture; the impact of the factory system upon European life; the conflict between laboring groups and capital; the effect of industrialism upon political philosophy; the rise of socio-industrial ideologies along the international front; the effects of the revolutionary industrialism upon international relations; the expansion of the European economy throughout the world.

516—Studies in European Diplomacy, 1870-1914. (3).

This course will include a study of the following topics: the rise of the Bismarckian empire and the decline of France after the Franco-Prussian War; the emergence of the armed alliance systems; the entrance of the United States and Japan as great powers in world affairs; the effect of imperialism upon Europe; the crises which tested the alliances and the efforts of the nations to postpone armed conflict; the collapse of attempts to preserve peace and the outbreak of World War I.

539—Problems in History. (3).

This course is designed for students minoring in the discipline not regularly enrolled on the campus who have demonstrated in at least two regular graduate courses in the subject their ability to do independent research. Such students will be expected to investigate all local available sources of information on the selected topic, and evaluate and synthesize the findings into an acceptable written report. Prerequisite: consent of discipline staff.

G402—The Far East since 1890. (3).

A continuation of History 401. Special emphasis is laid upon such topics as the partition of China into spheres of influence, the Korean question, the emergence of Japan as a world power, revolutionary China; the First World War, and its aftermath leading to the Second World War.

G403—Russian History. (3).

This course traces the developments in Russian history from the early times to the present. A survey of early Russian history will be presented, while a more intensive study of modern and contemporary Russia will be offered. Such topics as Russian autocracy, imperialism, expansion, and economic developments will be presented. Especial emphasis will be laid upon Russia as a nation looking both to the Orient and the Occident.

G412—Europe from 1815 to the Twentieth Century. (3).

The study of the reorganization of European affairs in 1815 is followed by that of the attempts to upset that settlement. Special attention is given to the type of nationalism and liberalism involved in the creation of modern Italy and of the German empire. Characteristic developments in Great Britain, France, Austria, and Russia, and the disintegration of the Ottoman empire are also studied. The impact of the Industrial Revolution and the resulting social and economic adjustments are considered.

G413—Europe from Background of World War I to Present. (3).

A discussion of the theory and practice of modern imperialism, the alliance system, and other aspects of the background of World War I is followed by a study of the peace conference, the League of Nations, and the search for security. The problems of post-war France and Great Britain are compared with those leading to the establishment of dictatorships in Russia, Italy, and Germany. The course concludes with a discussion of the issues leading to World War II, the progress of the war, and the current attempts to achieve a lasting peace.

Geography

MR. JOHNSON, *Chairman*, MR. MATTHEWS

500—Philosophy and Literature of Geography. (3).

The purpose of this course is to acquaint the student with the various types and sources of geographic literature, its nature and content, and the growth and philosophy of geography. Oral and written reports of findings will be made.

*501—Geography as an Earth Science. (3).

A course for teachers in elementary grades designed to provide a wide background in the fundamental phenomena of the earth sciences. It deals with the earth

and its relation to the planetary system. Such phases of the natural environment as climate, land forms, soils, minerals, plants and animals and water bodies will be surveyed. At least one field trip with a written report will be required.

*502—Economic Geography. (3).

A course planned for teachers in the elementary school with emphasis on the resource patterns of the continents. A detailed study will be made of the continent selected by the student. Considerable individual work will be required and a written report on the findings will be made. One or more field trips with written reports will be required.

*503—Regional Geography. (3).

A course designed for teachers in the elementary school with emphasis placed on the study of geographic regions. The individual regions selected for special study will be those which correlate with the teachers need as set out in the State Course of Study.

*504—Geographic Tools and Techniques. (2 or 3).

An analytical study of the tools and techniques of modern geographic instruction. This course is designed not only for classroom teachers but also for principals and supervisors interested in improving instruction.

505—Population Problems. (2 or 3).

A general survey of world population distribution with special emphasis on population problems in the United States. Prerequisite: consent of instructor.

520—Problems in the Geography of Europe. (3).

Investigation of the geographic conditions of selected areas, particularly those having significant current problems. Representative areas: Lancastershire in Britain, Bas Calais in France, and the Piedmont in Italy. Results to be presented in written form. Prerequisite: consent of instructor.

522—Conservation Principles in Geography. (3).

Individual investigation of one or more problems dealing with the conservation of our natural resources on a local, state, or national scope. Teaching units for various levels, including both field and library research supplemented by appropriate visual aids, or problems of a similar nature required.

524—Urban Geography. (3).

A study of the patterns, functions, and forms of urban centers and their associated problems as a home for man. Selected urban centers of the world will be studied as types. Field trips to nearby urban centers with written reports of findings will be required.

527—Political Geography. (3).

This is a course designed to acquaint us with the political pattern of major powers, nations, and dependencies; their territorial structure, resources, and connections. Individual investigations of specific political patterns, to be analyzed in connection with their geographical setting.

*Offered primarily for teachers majoring in Elementary Education. Courses numbered 500, 522, and 539 are also recommended for teachers majoring in Elementary Education.

539—Problems in Geography. (3).

This course is designed for students minoring in the discipline not regularly enrolled on the campus who have demonstrated in at least two regular graduate courses their ability to do independent research. Such students will be expected to investigate all local available sources of information on the selected topic, and evaluate and synthesize the findings into an acceptable written report. Prerequisite: consent of discipline staff.

G421-422—Europe. (3 each).

An analytical study of the relationships between the people and the natural environment in selected regions. Interrelations among the regions and the geographic aspects of European participation in the world affairs are stressed.

G423—Soviet Lands. (3).

A course dealing with the activities of the people in relation to the country's natural resources and environmental factors. Special attention is given to the evalua-

tion of the country's recent development and growth as a World Power.

G424—Asia South of U.S.S.R. (3).

A study of the geographic regions in the Near East, India, China, and Japan; and a brief survey of the other regions of the area.

G431—Tennessee. (3 or 4 with field trip).

A classification of Tennessee into human-use regions by statistical method, and a descriptive and explanatory survey of land utilization in each region. The use of graphs, charts, lantern slides, isopleth maps, and other visual aids is extensively employed. A minimum of four days field work is required for 4 hours credit.

G432—Field Course in Geography. (3).

The course includes (1) a brief study of field planning and techniques, and (2) an application of these phenomena in reconnaissance field work and in the detailed mapping of physical and cultural features. Two half-day trips will be made. Prerequisite: consent of instructor.

Health and Physical Education

MR. LAMBERT, MISS ROANE

521—Special Problems in Athletic Coaching. (3).

Students may register for a special problem in the coaching of athletics. They may work under the supervision of a staff member in carrying out a research project in one or more of these special areas:

- a. Football Coaching
- b. Basketball Coaching
- c. Baseball and Track Coaching
- d. Coaching other team sports

This course may also be carried on as organized group study and the discussion of problems in the coaching field. It may be taken only one time for credit. Coaching experience and the approval of the instructor are prerequisite to registration for this course.

526—Organization and Administration of Group Recreation. (3).

A study of the development of the recreational movement. Principles and practices in the administration of a wholesome leisure time program and the place of the school and its personnel in community recreational life.

562—Curriculum Construction in Health Education and Physical Education. (3).

Consideration is given to the entire program of instruction in health education and physical education in the public schools; methods of instruction, standards of achievement, evaluation of results, and the preparation of courses of study.

571—Development and Supervision of an Elementary School Health and Physical Education Program.

Consideration is given to the entire program of instruction in health education and physical education in the elementary school; method of instruction, standards of achievement, organization and supervision of the program. (Intended for elementary school teachers as well as principals and superisors.)

G401—Current Studies and Trends in Health and Physical Education.

A study of modern trends in health and physical education and standards of evaluation in relation to the history of the various systems including a review of the principles and objectives.

G433—Problems in the Administration of Athletics.

For athletic directors, supervisors, athletic coaches and principals. A study of representative athletic administrative procedures for colleges, public school systems, and municipal athletic leagues. Fiscal procedures and business management are stressed.

ELECTIVES

Latin

MISS SMITH

G401—Intensive Study of Caesar. (3).

In this course students are required to read widely in the writings of Caesar and

to become familiar with his career. The following topics suggest the nature of the work: Caesar's Gallic War, his Civil War, and the books on the Alexandrian War, the African War, and the Spanish War; modern investigations in the geography of his campaigns and his battle-fields; Caesar's purpose in writing the Gallic War; Roman military tactics and army organization; Caesar's personality and the significance of his conquests; the special features of his political career; his writings as history and as literature; Gallic towns, walls, and civilization; the manuscripts and select examples of textual readings.

G402—Intensive Study of Cicero. (3).

This course requires a thorough study of eight or ten of the orations not read in high school and of about forty of the letters of special periods. Such topics as the following are used: Cicero's preparation for his success as a pleader before the law courts, the senate, and the people; chronology of his orations and some familiarity with the fifty or more which are still extant; the career of Cicero as patriot and statesman, as writer and literary genius; the last days of the republic and Cicero's part in the changes taking place; the passing of Cicero's ideal state; the manuscripts and select examples of textual readings.

G403—Intensive Study of Vergil. (3).

A study of the complete works of Vergil and the influences inducting his particular literary trend and manner; the temperamental and personal qualities of the man; the manuscripts of Vergil; the older traditions which render the text of Vergil far surer than that of any other Latin writer; the development of epic poetry among the Romans and the particular features of Vergil's idyllic rhythm, didactic rhythm; and heroic rhythm; the literary art embodied in the Aeneid and the social and moral purposes which Vergil had in mind; the methods used for transforming Greek and earlier epics into expressions of the genius and aspirations of the Augustan age; the manuscripts and select examples of textual readings.

Mathematics

MR. KALTENBORN, MR. WOLLAN

G421—History of Mathematics. (3).

The development of mathematical ideas and processes from the earliest times to the present. Oral reports on collateral reading.

G422—Theory of Numbers. (3).

An introductory course in the properties of integers.

G423—Foundations of Mathematics. (3).

A study of the logical development of mathematics from a postulational basis. Prerequisite: Math. 141.

C431—Probability. (3).

Permutations and combinations, simple probability, mathematical expectation, compound probability, repeated trials, Poisson distributions, laws of large numbers. Prerequisites: Mathematics 141.

G441—Theory of Equations. (3).

General theorems on roots of algebraic equations; approximate solutions of equations by graphs, Horner's method, and Newton's method; general solution of cubic and quartic equations; matrices and determinants. Prerequisite: Math. 313.

G461—College Geometry. (3).

Foundations of Euclidean geometry, geometric constructions, duality, properties of triangles and circles.

G462—Projective Geometry. (3).

An introduction to the study of plane projective geometry based on the use of homogeneous coordinates.

G471—Advanced Calculus. (3).

Review and critical study of the processes of differentiation and integration; multiple integrals, partial differentiation; hyperbolic functions; Beta and Gamma functions. Prerequisite: Math. 313.

G481—Vector Analysis. (3).

Elementary operations; scalar and vector products; differentiation; differential

operations; integration; applications. Prerequisite: Math. 471.

Philosophy and Psychology

MR. HUGHES, MR. ANDERSEN

G413—Philosophy of Education. (3).

How a philosophy of education suited to the intellectual and emotional needs of men, and consistent with the ideals of democracy, can be derived from the study of literature and the fine arts, world history, science, and human relations.

G414—Psychology of Exceptional Children. (3).

Home and school problems of handicapped, retarded, emotionally unstable, precocious, or gifted children.

Sociology

MR. GORDON

G412—Social Problems. (3).

A study of contemporary social problems. Topics for study: Poverty and relief, vagrancy and prostitution, physical and mental deficiency, alcoholism and drug addiction, crime and delinquency, suicide and divorce, transiency and old-age, class and group conflict, social action and reform.

Speech

MR. STREETER

G431—History of British and American Oratory. (3).

A history of the life, times, and speeches of outstanding orators of England and America. Open only to advanced students who have completed at least one year of American History.

G493—Directing Discussion and Debate in the High School. (Offered in Summer Session only.) (3).

A course which considers the problems of the director of high school forensic activities. Preparation of bibliography and briefs for the coming high school debate year. Discussion of other high school activities such as oratory, extemporaneous speaking, after dinner speaking, discussion, etc.

GRADUATES—1951

The Degree of Master of Arts in Education

William Eolin Burkett
Clinton Webber Clark
Lorraine Burchett Davis
Gerald V. Drane
Iris J. Evans
Donald Earl Gibler
Grace Hudson
William Robert Kessler
Leila Hand Lefkovits

Charles J. Merryman
William Roberts Orr
Virgil A. Rose
John Chris Stathis
Kostas Chris Stathis
Edward Demar Thompson
Susiebelle Wade
Mary Kimbriel Wiggins
Albert E. Woody

